



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Hermon Elementary School

SAU: Hermon School Department

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2010-2011 NCLB Report Card



School: Hermon Elementary School
SAU: Hermon School Department
Grade: 03



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	80	79	99	80	80	65	0	80	18	3	79	0
	2009-2010	69	66	96	76	76	73	17	59	14	11	66	0
Female	2008-2009	38	37	97	84	84	70	0	84	14	3		
	2009-2010	32	32	100	78	78	76	6	72	9	13		
Male	2008-2009	42	42	100	76	76	60	0	76	21	2		
	2009-2010	37	34	92	74	74	69	26	47	18	9		
Caucasian/White	2008-2009	76	75	99	80	80	66	0	80	17	3		
	2009-2010	69	66	96	76	76	74	17	59	14	11		
African American/Black	2008-2009	2	2	100			42						
	2009-2010	0	0				46						
Hispanic	2008-2009	1	1	100			51						
	2009-2010	0	0				58						
Asian or Pacific Islander	2008-2009	1	1	100			66						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				64						
	2009-2010	0	0				66						
Economically Disadvantaged	2008-2009	20	20	100	70	70	53	0	70	25	5		
	2009-2010	23	20	87	55	55	62	10	45	15	30		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	54	54	36	0	54	31	15		
	2009-2010	11	8	73			38						
Limited English Proficient	2008-2009	0	0				40						
	2009-2010	0	0				45						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Hermon Elementary School
SAU: Hermon School Department
Grade: 04



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	64	63	98	89	89	71	25	63	8	3	59	4
	2009-2010	81	81	100	74	74	67	20	54	17	9	81	0
Female	2008-2009	29	29	100	90	90	75	31	59	10	0		
	2009-2010	38	38	100	79	79	71	26	53	13	8		
Male	2008-2009	35	34	97	88	88	67	21	68	6	6		
	2009-2010	43	43	100	70	70	63	14	56	21	9		
Caucasian/White	2008-2009	61	60	98	88	88	71	27	62	8	3		
	2009-2010	78	78	100	73	73	68	19	54	18	9		
African American/Black	2008-2009	2	2	100			53						
	2009-2010	2	2	100			43						
Hispanic	2008-2009	0	0				66						
	2009-2010	1	1	100			59						
Asian or Pacific Islander	2008-2009	1	1	100			71						
	2009-2010	0	0				71						
American Indian or Native Alaskan	2008-2009	0	0				60						
	2009-2010	0	0				64						
Economically Disadvantaged	2008-2009	20	19	95	89	89	60	16	74	5	5		
	2009-2010	24	24	100	63	63	56	13	50	17	21		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	7	88	86	86	43	43	43	0	14		
	2009-2010	15	15	100	33	33	34	0	33	40	27		
Limited English Proficient	2008-2009	0	0				47						
	2009-2010	0	0				46						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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2010-2011 NCLB Report Card



School: Hermon Elementary School
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Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	80	79	99	81	81	70	22	59	14	5	79	0
	2009-2010	69	66	96	68	68	62	23	45	15	17	66	0
Female	2008-2009	38	37	97	73	73	68	19	54	22	5		
	2009-2010	32	32	100	66	66	61	25	41	16	19		
Male	2008-2009	42	42	100	88	88	71	24	64	7	5		
	2009-2010	37	34	92	71	71	63	21	50	15	15		
Caucasian/White	2008-2009	76	75	99	81	81	71	21	60	13	5		
	2009-2010	69	66	96	68	68	63	23	45	15	17		
African American/Black	2008-2009	2	2	100			45						
	2009-2010	0	0				31						
Hispanic	2008-2009	1	1	100			50						
	2009-2010	0	0				52						
Asian or Pacific Islander	2008-2009	1	1	100			70						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				55						
	2009-2010	0	0				54						
Economically Disadvantaged	2008-2009	20	20	100	75	75	58	20	55	20	5		
	2009-2010	23	20	87	50	50	50	15	35	20	30		
Migrant	2008-2009	0	0				67						
	2009-2010	0	0										
Students with Disabilities	2008-2009	13	13	100	62	62	46	15	46	15	23		
	2009-2010	11	8	73			33						
Limited English Proficient	2008-2009	0	0				46						
	2009-2010	0	0				35						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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All Students	2008-2009	64	63	98	84	84	66	38	46	11	5	59	4
	2009-2010	81	81	100	73	73	62	20	53	20	7	81	0
Female	2008-2009	29	29	100	86	86	66	28	59	10	3		
	2009-2010	38	38	100	74	74	62	21	53	21	5		
Male	2008-2009	35	34	97	82	82	67	47	35	12	6		
	2009-2010	43	43	100	72	72	63	19	53	19	9		
Caucasian/White	2008-2009	61	60	98	83	83	67	40	43	12	5		
	2009-2010	78	78	100	72	72	63	19	53	21	8		
African American/Black	2008-2009	2	2	100			46						
	2009-2010	2	2	100			36						
Hispanic	2008-2009	0	0				61						
	2009-2010	1	1	100			45						
Asian or Pacific Islander	2008-2009	1	1	100			68						
	2009-2010	0	0				65						
American Indian or Native Alaskan	2008-2009	0	0				59						
	2009-2010	0	0				49						
Economically Disadvantaged	2008-2009	20	19	95	79	79	54	26	53	16	5		
	2009-2010	24	24	100	54	54	50	13	42	29	17		
Migrant	2008-2009	0	0				50						
	2009-2010	0	0										
Students with Disabilities	2008-2009	8	7	88	71	71	41	43	29	14	14		
	2009-2010	15	15	100	33	33	36	0	33	33	33		
Limited English Proficient	2008-2009	0	0				43						
	2009-2010	0	0				38						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Hermon Elementary School
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Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100 100	99 99	84	84 78	71 69	100	100 100	99 99	76	76 67	63 61	93	95	95
Caucasian/White	100	100 99	99 99	83	83 78	71 69	100	100 99	99 99	76	76 67	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	100	100 100	99 99	72	72 71	60 56	100	100 100	99 99	64	64 51	50 47			
Students with Disabilities	*	* *	97 98	55	55 *	36 28	*	* *	97 98	45	45 *	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.


Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	13	6	8	1	1	0

Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.47

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>